

Manor Hall Academy



Manor Hall Academy Trust

Governor's Report

Spring 2016

Building Relationships

Celebrating Success

Promoting Change

WHY DO WE HAVE A HEAD TEACHER'S REPORT?

The Head Teacher's Report is the single most important source of information for Governors and it enables them to fulfil their three main roles:

- **To provide a strategic view** and keep under review the broad framework within which the School works to enable pupils to learn most effectively and achieve their potential.
- **To act as a critical friend** drawing on Governors' knowledge and experience to promote the interests of the School and its pupils and to carry out their responsibilities with regard to monitoring and evaluating the School's effectiveness.
- **To ensure accountability through professional discussion, questioning and refining of school improvement actions and outcomes in partnership with the Headteacher and staff of the School and taking responsibility for its actions, keeping parents and the wider community appropriately informed of overall performance.**

This is the main report which provides information of the School's progress since the previous report.

The only statutory requirement of the Headteacher's Report is the reporting of the Schools' attainment targets, results of national assessments and attendance data on an annual basis.

FORMAT OF THE FULL GOVERNORS' REPORT

The format is based on the new Ofsted Framework September 2005

In addition to the statutory requirements and general information about the School, the report will focus on the following areas:

- School characteristics
- Effectiveness of leadership and management
- Quality of teaching, learning and assessment
- Personal, development, behaviour and welfare
- Outcomes for children and learners

SCHOOL CHARACTERISTICS

Characteristic	Key Stage	Comment
Pupils On Roll	KS1 - KS2	50
	KS3 - KS4	92
Gender	KS1 - KS2	47 Male 3 Female
	KS3 - KS4	Male
Ethnicity	KS1 - KS2	47 WB; 2 AOMB; 1 TOIH
	KS3 - KS4	87 WB; 3MWBC; 1 WROM; 1 MOTH
FSM	KS1 - KS2	25
	KS3 - KS4	48
LAC	KS1 - KS2	4
	KS3 - KS4	9
Residential Roll	KS1 - KS2	33 pupils accessing 42 sessions
	KS3 - KS4	33
Mobility	KS1 - KS2	4 Admitted ; 0 Leavers
	KS3 - KS4	0
Attendance	KS1 - KS2	Y1 96%; Y2 96.57%; Y3 95.26%; Y4 95.48%; Y5 94.26%; Y6 94.07%
Attendance	KS3	91%
Attendance	KS4	83%
Out of County Placements	KS1 - KS2	7
Out of County Placements	KS3 - KS4	6
EN Placements	KS1-KS2	6
EN Placements	KS3-KS4	6

Executive Summary

Congratulations across the Academy for two Outstanding Residential OFSTED judgements under the new frameworks; so pleased for staff, governors and children (Reports provided).

The Health and Safety and Finance Committees sat in the Spring Term; Cicely has improved it's grade from a 3 to a 4. The Finance and Staffing Committee looked at methods of making the budget more transparent and accessible to understand. Also 'value for money' benchmarking was discussed and is a school item for the meeting.

The 1.3 million accessed from the CIF Fund from being an academy has been managed and all works completed.

We have 4 bids in for next year's round of funding.

All actions from Governors update from last Governor's report have been completed except 126b.

Both School Development Plans are on target for completion with priorities forming current focuses.

Strategically, there are a number of issues which I have asked governors to reflect upon and provide challenge and support (see strategic - outward facing).

The quality of teaching across the Academy, remains high with the majority of lessons being outstanding.

The new assessment processes are taking shape successfully. Pupil progress remains excellent with early interventions put into place for those who are not meeting their desired targets.

Teacher profiling and peer support has created an extra layer of aspiration towards school improvement and the quality of teaching and learning.

BLOT continues to monitor the promotion of positive behaviour and interventions and rewards are put into place to support pupil progress.

Physical interventions are monitored and evaluated on a daily/weekly basis and interventions and strategies to support children implemented. Physical interventions have reduced over time in both schools.

All safeguarding data has been presented enabling governors to scrutinise the profile of some of our students, their difficulties and the efforts of staff to keep all our children safe with their welfare being monitored on many different levels.

A request from the Head of Care at Loxley to governors will be a school item.

Effectiveness of Leadership and Management

Health and Safety /Premises Report (Appendix 1)

Finance and Staffing Committee Report to be deliver at Governors

Whole-School Training KS1/2	KS3/4
<p>SCIP refresher training - whole school - 07/09/15 Child Protection Training - whole school - 08/09/15 1st Aid Training - selected staff - 18/9/15, 25/9/15 SCIP 2 day course - new staff as part of induction RWI Training - as part of induction Whiteboard training - vis Lead Practitioner role Office - training linked to Academy changes and responsibilities Asthma Update - all staff Shared training between both RSW groups. SEMH Training day - all RSWs - 20/11/15 Virtual Schools Update - SLT - 24/11/15 October 2015 Education Health and Care Plans (Staffordshire and Cheshire East - Y6 teachers/SLT)</p>	<p>In the autumn term Loxley staff completed the following training:</p> <ul style="list-style-type: none"> • In-house team building led by M Davies • Maths and English training led by D Parker • Anger Management led by D Bownds • 'Prevent' Training (Anti Extremism) • Dyslexia Status training including Governors • SCIP refresher training • Education Health and Care Plan • Shared training between RSW group • Statutory Updates

Governors update/recommendations from last Governors Report;

119c - new business interest forms completed by all governors and await to be uploaded onto the new website.

119c - updated code of conduct contained within new electronic Governors Induction Pack - signed off on self-sheet.

122a and b - Committee membership and link governor schedule re-referenced (attached sheet)

124 (ix) - Link Governor table re-scheduled (attached sheet).

125 - Inset dates sent to LA

126b - NGA 20 questions reviewed?

127 - Keeping Children Safe in Education sent electronically - signed off at governors (self-sheet)

131 - Leave of absence data (see Finance Committee Report)

134 - Review of website compliance - new website being commissioned.

School Development Plan Monitoring Report

The KS1/2 SDP continues to progress in all areas. Particular attention should be drawn to Achievement and Progress where a bespoke assessment system is being developed in collaboration with Special School partners.

An additional strand to the CPD and staffing is that of a Mental Health Audit co-ordinated by the Educational Psychology department. This audit will enable both Cicely and Loxley to identify good practice and gaps in provision.

Similarly at KS3/4 progress towards the fulfilment of the SDP goes marching on. Scoping work with an educational solicitor is taking place to modernise the key policies of admissions and attendance at work. Simultaneously, mental health is a particular area of priority and an audit and action plan developed.

Strategic (outward facing)

There are a number of strategic issues and concerns I would like the governors to reflect upon and provide challenge and support to strengthen school leadership and facilitate school improvements. I will endeavour to provide verbal background and feedback in the following areas:

- The composition of the Governing body, committees and link governors.
- Admissions policy and the SENDS reforms/relationships with the LA and the New Code of Practice.
- Attendance at Work policy and impact upon school culture.
- Value for money services - SLA's and how benchmarking can reveal inconsistencies.
- Feedback on our representation on LA committees, influencing SENDS strategic development at a County level.
- Mental Health and considerations for the future.
- Website compliance and the New Ofsted framework - reviewing and updating our SEF.
- New Schedule of School Self-Evaluation, the SDP and performance management - knowing our strengths and weaknesses and providing best practice outcomes for pupils.
- The Residential future and actions for survival.
- Multi-academy Trust and the National landscape influencing local developments.
- Models of Governance related to MAT's and future planning to enable the Governing Body to be fit for purpose.

Quality of Teaching, Learning and Assessment/Outcomes for Children and Learners

Teaching and learning is

<p>% Good</p>	<p>KS1 - KS2</p> <p>6 lessons observed in Autumn Term 2015</p> <p>2 (33%) were good lessons with outstanding features.</p>	<p>KS3 - KS4</p> <p>This remains unchanged since the last report. A new round of lesson observations and learning walks is scheduled for the last 2 week of the Spring Term at both Loxley and Armitage. All PM meetings have taken place and new targets set for all teaching staff.</p>
<p>% Outstanding</p>	<p>KS1 - KS2</p> <p>6 lessons observed in Autumn Term 2015.</p> <p>4 (67%) lessons were outstanding</p>	<p>KS3 - KS4</p> <p>As above</p>

Scrutiny of work books/learning walk

KS1-2

17th November 2015 - teachers' meeting focussed on quality of books and in particular whether marking adhered to the marking policy. This was discussed and good practice highlighted. All staff referred to the marking policy. To be followed up in Spring Term 2016.

Enrichment Learning Walk completed October 2015, reviewing the quality of PSHE opportunities offered as part of our timetable.

The areas below are derived from the PSHE programme of study (KS1-2) October 2015.

Key questions to be considered

Are pupils given the opportunity to develop the areas outlined? (Do staff create these opportunities?)

3 key areas to focus on:

Health and Wellbeing

Relationships

Economic wellbeing and being a responsible citizen

Evidence that pupils have opportunities to develop:

KS3

So far the learning walks (Aut term) have been centred around our dyslexia verification visit in the summer term. Book trawls of English and Maths work books/ folders took place back in Oct and curriculum maps moderated by DP and TAB respectively. DP has asked JPA and MD to monitor Geography and History closely this term to help raise standards and check SOW are being followed.

KS4

Armitage had a Quality Assurance Visit from Aim Awards (Awarding Body) in February and are still awaiting the official report. Verbal feedback however was that all criteria was being met and that compliance for Direct Claims Status will be maintained.

Two Armitage teachers will attend compulsory IQA training during the Spring and Summer Terms to fulfil Quality Assurance specification.

Teacher profiling update

KS1-2

Lead Practitioner (KLH) presented PS/RR with a proforma and this was then developed further at an additional meeting. All teachers made aware of how profile will work and it is identified on all of their Performance Management.

KLH has presented format to staff and PS/KLH are due to discuss returns (February 2016) identifying actions for groups and individuals. These will be shared with teaching staff and actioned.

KS3

An Action Plan was completed in liaison with Deb Parker with the focus on developing peer mentoring and raising areas of weakness in the teaching profile of our staff. Half-termly staff development meeting led by J Alcock were scheduled in the school calendar. After meeting with Graham Tague (Teaching and Learning Advisor) a Staff Skills Audit was created to allow staff to self-evaluate their teaching. Staff highlighted their strengths and weaknesses. J Alcock quality assured the audits and assigned staff to a peer mentoring group. Within these peer group's individual action plans and targets were agreed. Staff having been working towards these targets and will provide a focus for the teaching observation.

KS4

To be arranged - this is the next stage of development to involve and create a similar framework of peer support and challenge over at Armitage

Teaching and Learning Committee Report (Appendix 2)

Residential Head of Care Reports (Appendix 3)

Personal, Development, Behaviour and Safety

Promoting Positive Behaviour

KS1-2

JR/HF attended SCIPr workshops for Link staff and the feedback regarding our recording and monitoring for SCIPr was commented upon as being outstanding. L.Schofield and A. Lee both thanked JR for the work the whole school was undertaking in trying to manage FRo current high levels of interventions.

All rewards and sanctions at class level continue to be successful. Where pupils have been identified on BLOT as having 'dipped', proactive plans are put in place, often involving parents and other professional agencies. Pupils are central to these plans.

KS3

- All students continue to have personal targets set in line with their Emotional Needs Scale scores. These points feed into the whole school rewards system which is now managed by Mr S Williams. The rewards are now more bespoke, minimising the need to stock a 'points shop'. Instead the majority of students are working towards chosen, specified rewards by negotiation with Mr Williams.
- Activities week access has been revised. Each student earns one merit each week their in-class attendance exceeds 80%. D Bownds visits each class weekly to add merits to individual reward ladders displayed in the classrooms. 7 merits equals one banked activity. This has proved successful in providing on-going feedback to students and allowing for interventions to be planned for those not achieving 80%.
- Behavioural interventions continue to be planned for students identified as under-performing on BLOT data or who are repeatedly mentioned as being problematic by staff on daily feedback sheets or in Monday/Friday staff meetings.
- Some positive rewards and sanctions systems are currently in place - 8.3 have a new teacher, Mr Toothill, who in collaboration with Mr Atherton have established a very effective reward system that has dramatically reduced the number of incidents with key students.
- Staff have been offered the opportunity for informal training relating to the conditions and disorders of Loxley hall students, such as ADHD. This will not be in directed time, but on a voluntary basis and will start in the spring term 2016 and led by D Bownds and P Seabridge.

KS4

Armitage continues to have positive results in terms of behaviour and Health & Safety. Security anti-climb rollers now in place on office roof.

All Fospac doors working effectively now.

Work on car parking about to begin to enable safer staff parking and safer taxi drop off/ pick up.

The College Award Scheme has been changed to allow pupils to receive Argos tokens at the end of each term, the value reflecting positive performance measured on a daily basis.

Meetings take place on a regular basis with colleges to monitor behaviour.

JE has produced a Quality Review of post 16 performance and has consulted with colleges to ascertain quality data regarding behaviour and achievement.

Celebrating Success

KS1-2

The school has been awarded dyslexia friendly Full status after substantial efforts from all staff and from whole school training as well as input across the academy from Jayne.

This terms four RDA horse riders have all achieved riding independently which has had a huge impact on self-esteem/confidence and general enjoyment levels of enrichment. Feedback from the recently held PEPS at CHS have been extremely complimentary and thrilled with the progress of individuals who are now accessing full school life which was previously not the case from previous school placements.

Whole School Assemblies continue to be held weekly, with contributions from all classes and residence. Headteacher's pupil of the week receive a £5 voucher and have their photograph on the display board.

KS3

- Assemblies have been re-established on Friday afternoons after they failed to thrive under nominal year group leaders. Now Mr Bownds leads an assembly each week - years 7 and 8 one week, year 9 the next. Each term is finished with a whole school assembly on the last day. Pupil of the week/half term/term/year are tracked and rewarded - this is based on staff votes. The Loxley Lottery has been reintroduced awarding prizes for positive attendance - a name is drawn weekly/half termly/termly/yearly from all boys whose attendance for that period is 100%.
- Assemblies allow for certificates and awards to be presented in a public forum, with a wide range of staff contributing.

Weekly visits by the assistant head to award attendance merits allows for individual feedback on positive scores.

KS4

Pupils achieving qualifications at college placements are on track and End of Key Stage Awards Evening planned for summer term. L1 functional skills are currently being undertaken at colleges and plans for school based functional skills exams are under way.

Armitage are sending "Praise Cards " home for pupils who are demonstrating improved behaviour or achieving well at school or college.

Physical Intervention Monitoring (Appendix 4)

Child Protection Plans

KS1-2

We currently have one young person who has a Child Protection Plan. We have had 100% attendance at the Core Group meetings which are held on a monthly basis.

KS3-4

During the Autumn Term 2015 Loxley Hall had 2 students on Child Protection Plans and 3 students on Child in Need Plans.

In addition, we have one parent under a Supervision Order

Multi-Agency Support Plans

KS1-2

We have 3 young people who have Child In Need Plans (CIN) and a further 3 children who have Team Around the Family Plans (TAF). Again we have representation at all of those meetings.

KS3-4

Jim Turnbull Peter Hogg and Richard Kizis have attended 9 Multi-agency support meetings in addition 100% attendance at Child Protection and Core Group meetings.

Family Link Support Worker/Attendance Inclusion Officer Caseload

KS1-2

JR met with LHO to discuss the possible impact on attendance levels and the work which she could assist CHS with. CHS are to involve LHO in the school after Christmas as a supportive measure for those small number of parents who find managing their children's attendance difficult.

KS3-4

Richard Kizis has been heavily involved in the transition of our new Y7 students this term and has also been instrumental in arranging initial visits by parents interested in placements for September; this has been considerably more successful with parents from Cicely Haughton, with whom all have been accommodated, than with parents from Chasetown.

Richard has also managed to apportion his time between Loxley Hall and Armitage.

Richard has supported 60% of KS3 students and 40% of KS4 students.

Richard has also played an important role in Safe and Well checks in inducting our newest students in advance of Staffordshire's taxis being arranged, thus ensuring early engagement

Transition KLC Caseload

KS1-2

Caseload completed from last report 30/11/15.

CHS Mainstream Transitions - 1 KS2 pupil (mainstream transition successfully completed 25/02/2016)

CHS Mainstream Transitions - 3 KS2 pupils (ongoing)

CHS Mainstream Transitions - 2 KS1 pupils (ongoing)

KLC Project based - Spring term 2016

Ravensmead Primary School.

St Wulstan's Catholic Primary School.

Outreach Support Service - Completed 1.

Exclusions
KS1-2 None
KS3-4 Physical assault against adult - 1x5 days, 1x3 days Physical assault against pupil - 1x3 days Racist abuse - 1x 2 days, 1x2 days Persistent disruptive behaviour - 1x1 day, 1 x 2 days

Discriminatory Incidents
KS1-2 1 Racist Incident
KS3-4 During Autumn Term 2015 there have been 6 Discriminatory Incidents referred to SLT, 3 of which were reports of racist language to no-one in particular and 3 of which were directed and a single member of staff; in dealing with the latter incidents, three fixed term exclusions were enforced and Uttoxeter Police were requested to attend the subsequent 'Return to School' interviews. The member of staff that had been targeted accepted the apologies that were made in good faith by the students; all three interviews had parental attendance also.

Bullying Incidents
KS1-2 None
KS3-4 MW

Safeguarding Update
KS1-2 In the Autumn Term we had 20 welfare / safeguarding concerns raised by staff. In the Spring Term so far, we have dealt with 9 referrals.

I have amended our recording procedures which now include an action and outcome section.

Since the beginning of the academic year, the course of action and outcomes have included In-reach visits by social workers, section 47 enquiry and strategy meetings, LST referrals and Early Help Assessments, in addition to the ongoing information sharing with multi-agencies.

KS3-4

Autumn Term 2015 has seen 13 Internal Safeguarding Referrals made, once again reflecting the high levels of vigilance of staff within Loxley Hall. Of these, 3 were referred to Social Care personnel teams already involved with those individuals and 10 required 'No Further Action' after investigation by our Safeguarding Team other than discussions by key staff and appropriate discussion amongst staff teams.

All education staff attended PREVENT training delivered by Staffordshire Police on 04/11/15.